

Constructing the Linxia Hua'er folk song guidebook for teaching first-year students at Linxia Huimin High School in Gansu province

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Abstract

Linxia Hua'er, as an important part of Chinese folk culture and art, have unique cultural value and historical significance. However, with the development of society and the diversification of culture, the inheritance of Linxia Hua'er faces many challenges. The traditional singing style of the Hua'er in summer has its unique rhythm and rhythm, which is an important part of the Hua'ers' culture. In order to protect and inherit these traditional singing methods, some folk artists and scholars have made long-term efforts. In order to ensure the inheritance and development of Linxia Hua'er, it is particularly important to train a new generation of Hua'er inheritors. Some schools and institutions have begun to incorporate Hua'er into their curriculum, carry out folk music education, and cultivate young people's interest and love for Hua'er culture. In this environment, it is urgent to write a "Linxia Hua'er Teaching Guide Book" as the basis of middle school music education. Through interviews with experts and local artists, this study aims to understand and master the musical characteristics and song styles of Linxia Hua'er, write a teaching guide for Linxia Hua'er in Linxia Huimin Middle School, promote the development of Linxia music education based on the inheritance of Linxia Hua'er, point out the direction of music lessons for teachers in the school, and provide a theoretical basis for students to better learn the singing of Linxia Hua'er. It also promotes the cultural development of Gansu and the dissemination and protection of human intangible cultural heritage.

Keywords: Constructing; Linxia Hua'er; Folk Song; Guidebook; Linxia Huimin High School; Gansu province

Introduction

Hua'er is a folk song born in the northwest plateau that is sung by eight nationalities in three provinces and autonomous regions; its history goes back to a long time and spreads a wide range; it has displayed its unique artistic charm through its improvised creative singing, vivid and hearty emotional expression, and unique melody and rhythm, and is deeply loved by the people of various nationalities and experts and scholars at home and abroad. On 20 May 2006, Hua'er were approved to be inscribed on the first list of intangible cultural heritage of the People's Republic of China, and on 30 September 2009, Gansu Hua'er were officially inscribed on the Representative List of the Intangible Cultural Heritage of Humanity. As an intangible cultural heritage, Hua'er are irreplaceable and non-renewable, and how to better study and inherit Hua'er has attracted more and more attention from Hua'er lovers, experts and scholars (Wang, 2006).

At present, the content of middle school music courses mainly includes basic knowledge of music, singing skills, instrumental performance and so on. However, these contents often only focus on the cultivation of musical skills, while ignoring the teaching of music culture, music appreciation and music creation (Zhou, 2010). Therefore, the teaching content needs to be further expanded, focusing on the inheritance of music culture and the cultivation of music literacy, so as to improve students' music appreciation ability and creative ability. The introduction of intangible cultural heritage into campus is an important way to inherit and carry forward Chinese traditional culture, and it is also an important way to improve students' cultural quality and cultivate their innovative ability (Xue & Ke, 1987). By strengthening publicity, establishing cooperation mechanisms, formulating scientific education plans, and providing appropriate resources and support, we can better promote the introduction of intangible cultural heritage into campuses, allow intangible cultural heritage projects to be better inherited and developed, and allow Chinese culture to spread globally. Get better dissemination and recognition within.

Research Objectives

1. To study Linxia Hua'er By expert.
2. To construct Linxia Hua'er guidebook.
3. To use the Linxia Hua'er guidebook teaching the first-year students at Linxia Huimin High School.
4. To evaluate the effect of teaching.

Research Methodology

This study adopts qualitative and quantitative research methods. Qualitative research: Interviews with experts and folk artists were conducted. Quantitative research: In this study, students are tested and their data is collated and analyzed. Descriptive analysis: Conduct interviews with expert groups, analyze the contents of the interviews, and learn theoretical knowledge such as the musical characteristics and song styles of Linxia Hua'er from the interviews. Comparative analysis of formative test results and description of students' summative test results in the experiment. Statistical analysis, guidelines for the evaluation of IOC. The experimental data and teaching evaluation criteria of 10 vocal music students are analyzed. Starting from June 2023, this study lasted for one year. Firstly, relevant literature was collected, the theoretical knowledge of Linxia Hua'er and their songs were learned through expert interviews, and a guide book was written. Secondly, the guide book was submitted to the expert group for IOC assessment, and the guide book was used in the experimental group. The results of the data were analyzed and compared through the experiment, and finally summarized.

Research Population and Samples

Population: 52 music students in the first grade of Linxia Huimin Middle School

Sample: 10 Vocal music majors were selected for the experiment. Purposive sampling method was used to select 10 students, including 5 boys and 5 girls.

Conceptual Framework

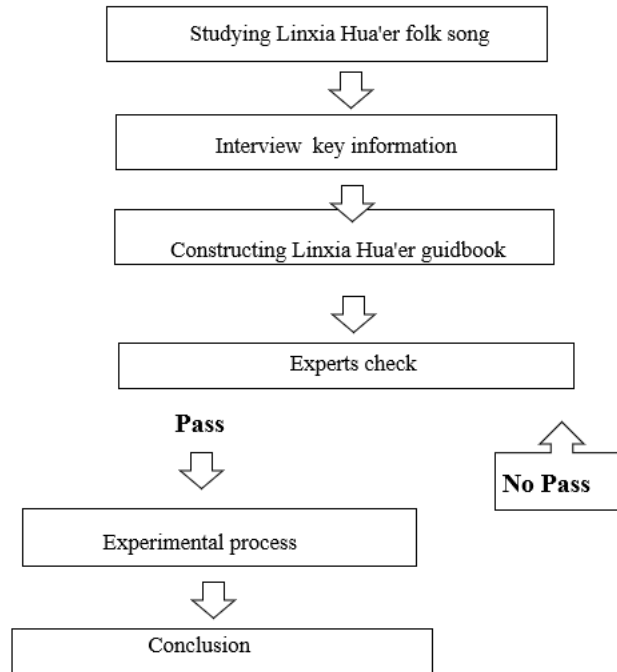


Figure 1 Conceptual Framework

Research Findings

1. Study and collect Linxia Hua'er knowledge

Through interviews with three experts and literature research methods, learned that "Hua'er" has many names. In addition to being called "Hua'er", there are also titles such as "Youth", "Ye Quzi", "Folk Song", "Mountain Song" and "Da Shange". There are roughly three stages in the formation of Hua'er, namely the rudimentary stage of Hua'er, the forming stage and the mature stage. There are two main factions, namely "Hezhou Hua'er" and "Taomin Hua'er". On 20 May 2006, Hua'er were approved to be inscribed on the first list of intangible cultural heritage of the People's Republic of China, and on 30 September 2009, Gansu Hua'er were officially inscribed on the Representative List of the Intangible Cultural Heritage of Humanity.

There are many songs of Linxia Hua'er, and there are three main singing techniques: Jianyin singing, cangyin singing and Jiancang singing. The researchers studied singing with three experts and selected 10 representative Hua'er songs to incorporate into the teaching plan.

2. Construct Linxia Hua'er guidebook

The researchers studied Linxia Hua'er from experts and construct Linxia Hua'er guidebook. The guidebook has four parts, the first of which is an overview. A general description of the use and significance of guidebooks. The second part is the theoretical knowledge of Linxia Hua'er. Through theoretical study, students can understand and master the origin, historical background, musical types and musical styles of Linxia Hua'er. The third

part is the singing skills of Linxia Hua'er. The last part is 10 representative Hua'er songs selected by researchers and experts, from easy to difficult, so that students can fully and completely understand and master Linxia Hua'er.

3. Use the "Linxia Hua'er guidebook" for teaching experimental group

The researchers selected 10 vocal music students, including 5 male and 5 female, through a deliberate sample. There are 17 lessons in total, one per week, and 50 groups for each lesson. In the teaching process of Linxia Hua'er, the course plan includes the class time and learning content of each class. The effectiveness of singing Linxia Hua'er has passed the Formative Test and Summative test, and is analyzed through the change of scores. After a period of study, we can see the progress and changes of the students after learning Linxia Hua'er.

4. Evaluate the result of teaching

Through the study of Linxia Hua'er guidebook, after 17 weeks of teaching, strictly following the content of the teaching guide book, as can be seen from the above chart, students have taken 4 exams, 10 students, 5 girls and 5 boys, and the score of the first test has increased from 3.6 to 4.6 for girls and from 3.1 to 4.6 for boys. From the chart above, it is obvious that all the students have made great progress, especially the boy students. From the beginning, there is a certain difference between the girl students and the boy students, until the fourth exam, the boy students have achieved the same score as the girl students. Through 17 courses, the students finally obtained a rich knowledge structure, greatly improved the students' singing skills to Linxia Hua'er, and completed the teaching task of the teaching guide. The teaching effect of Linxia Hua'er Guide is remarkable.

Discussion

The purpose of practical teaching research is to study the present situation of Linxia Hua'ers' education in Gansu Province, and to construct a teaching guidebook suitable for music courses in primary and secondary schools. Its learning process and teaching methods need to be further discussed.

Study and collect Linxia Hua'er knowledge.

The researcher learned the theoretical knowledge of Linxia Hua'er through interviews with three experts, but there are still the following problems: First, the number of experts interviewed is limited, so some views only represent the personal views of experts, which is subjective (Xi, 1989). Secondly, because time is relatively tight, the researchers' theoretical study of Linxia Hua'er is not deep enough and comprehensive enough. Finally, the study of the singing skills of the Linxia Hua'er is not deep enough (Zhang, 2004).

Construct Linxia Hua'er guidebook.

After analyzing the evaluation results of interviews with experts and studying the theoretical knowledge of Linxia Hua'er, the school should first strengthen the construction of teachers, determine the teaching ability of teachers, learn and design the teaching content of Linxia Hua'er according to its own actual situation. Secondly, after repeated demonstrations, the school must arrange correct teaching plans, select appropriate textbooks, and ensure the combination of theory and practice of course content. Increase the opportunity for students to actually contact Linxia Hua'er, so that students can truly feel the unique artistic charm of music (Zhang, 1986). At present, there are still a few primary and secondary schools offering Linxia Hua'er courses. The Hua'er course is a comprehensive art form, which puts forward

high requirements for schools and teachers. According to the teaching status of "Linxia Hua'er Guidebook", combined with the curriculum standards of middle schools, this study summarizes the experience and reflects on it (Ma, 2009). Combined with the guidance of the curriculum standards, it uses practical teaching suggestions to provide effective reference for schools that are still in the exploratory stage or plan to open the module of "Linxia Hua'er Guidebook" and promote the development of Linxia Hua'er.

Recommendation

1. Practical Recommendations

Stimulate learning interest and guide active learning

Design fun learning activities that allow students to learn knowledge in a pleasant atmosphere. The use of multimedia, material objects, teaching AIDS and other means to assist teaching, increase the interest and image of learning. Identify and encourage students' interests in a timely manner, so that they can gain a sense of accomplishment in their preferred field. Provide a wealth of learning resources and tools to help students better conduct independent learning.

Establish clear goals, timely and effective feedback

Before the course begins, students are clearly informed of the objectives and expected results of the course. During the teaching process, objectives are reviewed and emphasized in stages to ensure that students are always moving in the right direction. Timely evaluation and feedback on students' learning outcomes to help them identify problems and improve.

2. Recommendation for future research

Through the practice of Linxia Hua'er teaching guidebook, hope that in the future teaching research. First of all, focus on individual differences. Understand each student's learning style and ability level and develop a personalized teaching plan. Provide a variety of learning resources and activities to meet the needs of different students' interests and abilities. Students are encouraged to conduct self-assessment and adjustment in the learning process to achieve self-growth. Once more create a good learning environment. Create a positive learning environment where students feel respected and supported. Provide a safe and comfortable learning environment to ensure that students can learn without stress. Encourage students to actively participate in class discussions and activities to stimulate their learning enthusiasm and creativity. Finally, hope that through the teaching guidebook of Linxia Hua'er, teachers can have books to rely on, so that students can learn.

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